|  |  |
| --- | --- |
|  | DOVECOTE SCHOOL CURRICULUM OVERVIEW 2023- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | OUR VISION |   | CURRICULUM VISION  |   | PROVIDE REAL WORLD LEARNING OPPORTUNITIES TO PREPARE OUR STUDENTS FOR MEANINGFUL, HAPPY AND SAFE LIFE BEYOND SCHOOL |
|  |  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |
|  | OUR AIM |   | WE WANT TO DEVELOP |   | **Successful learners** - who enjoy school, make great progress, and achieve  |   | **Responsible individuals** - Who make productive contributions to democratic society and follow the rule of law. |   | **Confident learners** -Who can identify with themselves who lead safe, healthy, and fulfilling lives. |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   |   | A VOICE |   | Identity |   | FRIENDSHIPS |   | HEALTH AND WELL BEING  |   | KNOWLEDGE AND UNDERSTANDING  |   | ATTUTUDES AND ATTRUBUTES |
|  |  |   |  |   |  |
|  | HOW DO WE ORGANISE LEARNING  |   | COMPONENTS |   | LESSONS LEARNING OUTSIDE THE CLASSROOM COMMUNICATION PERSONAL LEARNING ENVIRONMENT ROUNTINE |
|  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   | APPROACHES TO LEARNING  |   | A range of approaches, teaching styles and collaborative learning-Assessment is fit for purpose and integral to teaching and learning |  | contextualised trips-Exploring the local community-Work experience-College link course |  | Visual support-Symbols-Learning Journals --EHCP’s/AR’s-Regular reflection-All learners have the opportunity to personalised learning-SCMC and British Values |   | Positive behaviour Policy-Rights respecting school–Growth Mindset and Building Learning Power-Individual behaviour pans-My Concern |  | Supports independence, social, emotional skills, and positive behaviour--Reflects teaching and learning |   | Opportunities for SMSC (social, moral, spiritual, and cultural) emotional and physical development |
|  |   |  |   |  |  |  |  |  |  |  |  |  |  |  |
|  |   | WHOLE SCHOOL APPROACH |   | Overarching themes that have significance for individuals and society and provide relevant learning contextsOFFER MEANINGFUL LEARNING OPPORTUNITY, PREPARE FOR ADULTHOOD, PROVIDE A SUITABLE LEARNING ENVIRONMENT, ACCESS THE COMMUNITY SAFELY AND INDEPENDANTLY, ENABLE SOCIAL & COMMUNICATION SKILLS, OFFER FUNCTIONAL LEARNING OPPORTUNITIES. |
|  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   | STATUTORY EXPECTATIONS |   | UNDERSTANDING AND APPLICATION OF: |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   |   | LANGUAGE & COMMUNICATION  |  | LIFE SKILLS  |  | UNDERSTANDING THEIR WORLD  |   | PERSONAL AND SOCIAL DEVELOPMENT |  | CREATIVE DEVELOPMENT |   | PHYSICAL DEVELOPMENT AND HEALTHY LIFESTYLES  |
|  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   | ESSENTIALS FOR LEARNING |   | Historical, geographical, and social understanding as well as ICT taught through topic-based lessons |
|  |  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |
|  | IMPACT |   | EVALUATING IMPACT |   |  To make learning and teaching more effective so that learners understand quality and how to improve |   |   |   |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   |   | INVOLVES THE WHOLE SCHOOL Community, EG: LEARNERS, PARENTS, TEACHERS, EMPOLYERS, GOVERNORS  |  | CHOOSES ASSESSMENT FIT FOR PURPOSE USES A CONTINIOUS LEARNING CYCLE |  | EMBRACES PEER AND SELF ASSESSMENT, POSITIVE AND CONSTRUCTIVE FEEDBACK AND ENGAGES MODERATION |   | USES A VARIETY OF TECHNIQUES TO COLLET AND ANALAYSE INFORMATION  |  | USE A WIDE RANGE OF MEASURES BOTH QUALITATIVE AND QUANTITIVE |   | USES DATA TO INFORM PROGRESS AND AREAS OF DEVELOPMENT |
|  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |
|  |   | ACCOUNTABLE MEASURES |   | ATTAINMENT AND IMPROVED STANDARDS, BEHAVIOUR AND ATTENDANCE |  | HEALTH AND POSITIVE LIFESTYLE CHOICES |  | FURTHER IMPROVEMENT IN EDUCATION EMPLOYMENT AND / OR TRAINING  |